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to his subject. To show how largely the critical side of his task has occupied him, it is sufficient to note that he does not refer to Kirkpatrick's two modest volumes on Samuel in the Cambridge Bible, which are preëminently edifying and interpretative, though built on a real basis of scholarship, if somewhat belated. To Professor Smith "the only help," "in English," "to the understanding of this part of the Bible which deserves mention, is Driver's *Notes on the Hebrew Text of the Books of Samuel*." In this statement one has his point of view.

To say that this critical work is well done is to say what everyone knows who is acquainted with Professor Smith's previous contributions to scientific biblical and oriental study. Superior as have been the scholars who have devoted themselves to the study of the books of Samuel—and one need mention only Wellhausen, Driver, and Budde to illustrate this—Professor Smith shows himself able to digest their work and contribute something of his own to carry forward the investigation, in a solid and original fashion, to a higher point. This volume will remain for a long time one of the most vigorous, scientific, and acute contributions to the critical study of the books of Samuel—a conspicuous ornament of American biblical scholarship.

G. S. G.

A Manual of Sunday-School Methods. By REV. ADDISON PINNEO FOSTER, D.D., Secretary of the American Sunday-School Union. Philadelphia: The American Sunday-School Union, 1899. Pp. 316. \$0.75.

There are not a few excellent books on Sunday-school management and instruction. Among these are Trumbull's *Teachers and Teaching*, Boynton's *The Model Sunday School*, Wells' *Sunday-School Success*, Schauffler's *Ways of Working*, Hurlbut's *Graded Sunday Schools*, Groser's *Sunday-School Teachers' Manual*; and with respect to the psychological and pedagogical features of Sunday-school work, Baldwin's *Mental Development in the Child and the Race*, Harris' *Psychologic Foundations of Education*, James' *Briefer Course in Psychology* and *Talks to Teachers on Psychology*, Compayré's *Lectures on Teaching and Intellectual and Moral Development of the Child*, Preyer's *Mental Development of the Child*, Froebel's *Education of Man*, Harrison's *Study of Child Nature*, DuBois' *Point of Contact in Teaching*.

If these works, and some others which might be named, have not set forth the ideal in Sunday-school methods and teaching, they at

least have described that which is far in advance of anything yet actually attained. It hardly needs to be said that these books should be carefully studied by ten persons where they are now studied by one. It is not for lack of a better standard, clearly furnished in this literature, that our Sunday schools fall so far short of even a moderate ideal. There is much yet to be learned as to what the true Sunday-school ideal is, in organization, method, and instruction. But the way toward that ideal is already sufficiently clear for so long a distance that few schools will be retarded in their advance by the work of the engineers who are constructing the road.

We are glad to welcome this new *Manual of Sunday-School Methods* from Dr. Foster. Within the limits of the material which it contains—and a book of 316 pages is not a small book—one can express the highest admiration for the author's treatment of the problems of the Sunday school. The matter is well arranged, the author writes succinctly, with great vigor and clearness, and the simple wisdom of his views impresses one on every page. The book is one to be heartily recommended. The Sunday-school superintendent and the Sunday-school teacher who will give it their attention will be greatly assisted, and their burdening sense of drag and incompetency in their school may be relieved not a little.

In view of the almost unlimited helpfulness which the book contains, one is not inclined in a brief notice to enter upon a criticism of its detailed positions. It does not, however, furnish the information, now so much needed, as to how properly to grade a Sunday school, although it heartily advocates such a gradation. Many superintendents and teachers are ready to introduce a true graded system into their schools, if only they can be explicitly directed in the making of the change. Again, there is a profound and widespread dissatisfaction with existing schemes of Sunday-school instruction, and thousands of schools are ready to introduce a regular course of study—a graded curriculum—if only they can learn what this curriculum should be, how it can be introduced, and what material is available for such a course.

So that Dr. Foster's book, excellent as it is within its own limits, does not furnish all that such a manual might—perhaps should—contain. There can be no question that we must grapple promptly and courageously with these and other fundamental problems of Sunday-school reconstruction.

C. W. V.